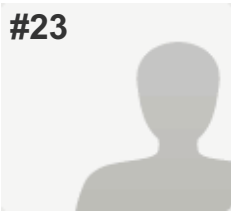


#23

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 02, 2016 8:52:18 AM**Last Modified:** Friday, June 10, 2016 2:31:53 PM**Time Spent:** Over a week**IP Address:** 209.56.239.1

PAGE 2

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|--|-----------------------------------|
| Q1: Name of School District: | Norwalk Community School District |
| Q2: Name of Superintendent | Dr. Denny Wulf |
| Q3: Person Completing this Report | Dawn Schiro |

PAGE 3

Q4: 1a. Local TLC Goal

Local Goal #5: To expand and increase opportunities for meaningful feedback, support, and collaboration for teachers new to our district through a comprehensive, multi-year mentoring and induction program.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The 2015-2016 Norwalk Mentoring and Induction Program was led by four Lead Mentors and two Directors of Teaching and Learning. There were 22 first and second year teachers within the district this year. The program is structured to support mentors through ongoing training and support utilizing direct support from induction courses, 25 hours of professional contact interactions with lead mentors, quarterly Learning Focused Interactions (LFIs), and release time for Lead Mentors and Mentees to meet and engage in job-embedded professional development during the school day. Surveys and interviews designed around a central focus of "To what extent does the Norwalk Mentoring and Induction Program meet the needs of first and second year teachers?" was conducted at the end of the year. The results indicated that 100% of first and second year teachers believe they have a positive and learning-focused relationship with their mentor. Additionally, 100% of our mentees have expressed high levels of emotional support and a collegial environment with additional comfort in getting their questions answered. While mentees feel Norwalk has a great program, 54% wish for additional time in observations and discussions with their mentors; however, 45% didn't ask for additional release time to support their learning. The feedback indicates a need for more informal observations to help improve practice coupled with explicit feedback. Responses from mentees also indicated that they had to seek assistance instead of being offered support from those in TLC positions. As a system, Norwalk will look at how to have the experienced TLC leaders assist lead mentors in order to further support learning and/or how to provide release time for lead mentors to observe mentees.

Another emerging theme was that while supportive feedback was provided and appreciated, more constructive feedback for improving practice is desired by mentees. 78% of the teachers said they had "drop in" styles of observations rather than full coaching cycles. It is important to have both mentees and mentors understand the difference between using a full cycle and/or utilize a planning or reflection session in order to provide more "quality feedback". Because of this data, Lead Mentors need more training on providing constructive feedback. Lead mentors could receive training similar to instructional coaches on the different kinds of support for improvement in this area next year (ie: cognitive coaching, Jim Knight). While both first and second year teachers indicated this need, this was more strongly indicated within Norwalk's second year teachers.

A final theme of differentiating professional development emerged. 67% of the teachers mentioned a desire for differentiation between first and second year learning within the program. This would allow for a more personalized learning opportunity.

In terms of teacher retention data, Norwalk had a total of 200 certified staff members in 2015-16. Of those 200 certified staff, 11 are leaving the district (94.5% retention rate). 8 are leaving due to resignation while 3 are leaving due to retirement.

Q7: 2a. Local TLC Goal

Local Goal #2: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development Model.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

LC Survey Data

Every winter, our entire staff is given a survey to offer feedback about teacher perception of the alignment of our TLC system to our actual TLC goals. Staff are asked to indicate a degree of alignment on a continuum: 4 = highly aligned; 3 = aligned; 2 = somewhat aligned; 1 = minimal alignment. Staff are asked specifically as to the degree they believe our TLC system is aligned to this goal: To establish a professional learning community culture through collaboration and job-embedded professional development in accordance with the Iowa Professional Development model. 127 teachers (nearly 70% of teachers) responded to this question in 2015-16, and the results are indicated as follows: Highly aligned (26%), aligned (53%), somewhat aligned (20%), minimal alignment (1%). This data indicates that approximately 80% of our staff feel as though our TLC system is aligned with our goal of improving professional collaboration within our teaching staff.

TLC 360 Data

All K-12 TLC leaders receive formative 360 feedback at three separate times over the course of the school year. The surveys are a part of formative, non-evaluative, goal-setting conversations between teacher leaders and their administrators. The number offered reflects the percentage of teachers who either agree or strongly agree with the statement over the course of the 2015-16 school year.

"This TLC leader contributes to the development and maintenance of a collaborative culture, building a team/school culture that is characterized by trust":

Instructional Coaches (95%), Curriculum Leads (91%), Lead Mentors (100%), PLC Leads (87%).

"This TLC leader prepares and supports the development of collaboration skills":

Instructional Coaches (95%), Curriculum Leads (88%), Lead Mentors (100%), PLC Leads (88%).

This data indicates that a high percentage of our staff believes that are TLC leaders effectively foster collaboration and trust within a PLC culture.

Marzano Level I Survey Data: Safe and Collaborative Culture

For the first time this year, Norwalk began using the Marzano High Reliability Schools survey as a way to monitor progress toward our school improvement goals. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Our goal is to have a district average of 4.0 or higher in every category as that would indicate that most of our staff agrees with the idea that we engage in the high leverage collaboration indicator. Our data related to this goal is as follows:

"Teachers have formal roles in the decision-making process regarding school initiatives." = 3.8

"Teacher teams and collaborative groups meet regularly to interact and address common issues regarding curriculum, assessment, instruction, and the achievement of all students." = 3.8

Our data analysis tells us that though we are on the positive side, we have some work to do to improve our scores to an average of 4.0 or higher. Additionally, we had discussion about the fact that this is an average, and item analysis will be helpful to determine if we have many polarized responses, or if indeed most of our staff falls in the middle range.

Q10: 3a. Local TLC Goal

Goal #4: To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**TLC Staff Survey:**

Every winter, our entire staff is given a survey to offer feedback about teacher perception of the alignment of our TLC system to our actual TLC goals. Staff are asked to indicate a degree of alignment on a continuum: 4 = highly aligned; 3 = aligned; 2 = somewhat aligned; 1 = minimal alignment. Staff are asked specifically as to the degree they believe our TLC system is aligned to this goal: To develop and sustain the capacity of teachers to provide evidence-based instruction within an MTSS framework. 126 teachers (nearly 70% of teachers) responded to this question in 2015-16, and the results are indicated as follows: Highly aligned (17%), aligned (51%), somewhat aligned (26%), minimal alignment (6%). This data indicates that approximately 70% of our staff feel as though our TLC system is aligned with our goal of improving effective teaching.

Marzano Level II & III Survey Data: Instructional Framework & Guaranteed and Viable Curriculum.

For the first time this year, Norwalk began using the Marzano High Reliability Schools survey as a way to monitor progress toward our school improvement goals. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Our goal is to have a district average of 4.0 or higher in every category as that would indicate that most of our staff agrees with the idea that we engage in the high leverage professional growth indicator. Our data related to this goal is as follows:

"Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans." = 4.1

"Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals." = 3.78

"Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed." = 2.8

Concerns Based Adoption Model (CBAM) - Change Facilitator Survey

This survey describes seven categories of possible concerns related to an innovation (Unconcerned, Informational, Personal, Management, Consequence, Collaboration, Refocusing). People who are in the earlier stages of a change process will likely have more self-focused concerns, such as worries about whether they can learn a new program or how it will affect their job performance. As individuals become more comfortable and skilled, their concerns shift to focus on broader impacts, such as how the initiative will affect their students or their working relationships with colleagues. Data indicates a decrease in teachers level of concern in 6 of the 7 categories (except Refocusing). Decreases range from a low of -2% (Consequence and Collaboration) to -13% (Management). This is a very positive finding as it indicates that TLC is being implemented to a greater degree as teachers' levels of concern decrease.

Q13: 4a. Local TLC Goal

Local Goal #1: To improve student achievement through systemic, comprehensive instructional coaching.

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**Iowa Assessments**

2014-2015 2015-2016

Reading - 86% Reading - 86%

Math- 89% Math - 89%

Science - 86% Science - 87%

Social Studies - 85% Social Studies 83%

While the proficiency data has stayed the same for Reading and Math, the growth has increased. The 2015-16 scores are the scores from our database and not from the Dept. of Education.

AIMSweb (universal screening) 2 year Cohort Growth Percentages**Reading Fluency - CBM**

1st Grade 2014 - 2nd grade 2016 = increase of 7.6%

2nd Grade 2014 - 3rd grade 2016 = increase of 13.4%

3rd Grade 2014 - 4th grade 2016 = increase of 12.9%

4th Grade 2014 - 5th grade 2016 = increase of 32.6%

Impact of TLC Plan - 2015-2016

4th Grade 2014 - 5th grade 2016 = increase of 32.6%
5th Grade 2014 - 6th grade 2016 = increase of 1%
6th Grade 2014 - 7th grade 2016 = decrease of 3%
7th Grade 2014 - 8th grade 2016 = increase of 0.6%

Math Computation (COMP)

2nd Grade 2014 - 3rd grade 2016 = increase of 18.6%
3rd Grade 2014 - 4th grade 2016 = increase of 19.3%
4th Grade 2014 - 5th grade 2016 = increase of 41%
5th Grade 2014 - 6th grade 2016 = increase of 17%
6th Grade 2014 - 7th grade 2016 = increase of 10.2%
7th Grade 2014 - 8th grade 2016 = decrease of 5.2%

Math Concepts and Applications (CAP)

2nd Grade 2014 - 3rd grade 2016 = increase of 10%
3rd Grade 2014 - 4th grade 2016 = decrease of -7.1%
4th Grade 2014 - 5th grade 2016 = increase of 13%
5th Grade 2014 - 6th grade 2016 = increase of 19.1%
6th Grade 2014 - 7th grade 2016 = decrease of -1%
7th Grade 2014 - 8th grade 2016 = increase of 9.3%

Norwalk is in year two of implementing the TLC program. We examined two years of benchmark data with the same group of students to analyze the impact of TLC. As we examined our K-8 benchmark data in both reading and math, both sets of data showed growth with the same group of students over that 2 year span. Reading fluency (CBM) was improved in a range of 0.6% - 32.6%. Math COMP improved in a range of 10.2% - 41%. Math CAP had 2 grade bands that showed a decrease while all other grade bands showed an increase in growth from 9.3% - 19.1%.

ACT Scores

| 2014-2015 | 2015-2016 |
|----------------|------------------|
| English - 22.4 | English - 22.7 |
| Math- 23.8 | Math - 23.5 |
| Science - 23.1 | Science - 23.3 |
| Reading - 23.3 | Reading 23.8 |
| Composite 23.3 | Composite - 23.5 |

IPI Data

IPI data in all buildings indicated that all buildings had an increase in student active engagement and student learning conversations. The data is below for each building:

Oviatt: increase from 18% to 33.3%
Lakewood: increase from 21.22% to 24%
Middle School: increase from 23.3% to 24.3%
Eastview: increase from 22% to 23.6%
High School: increase from 26% to 33.8%

Norwalk has 12 instructional coaches that support job-embedded professional learning.

Coaching data indicated that each coach has had coaching interactions with 100% of staff in their building related professional learning. Individual coaching/teacher interactions varied in each building and for each coach. In the 2015-2016 school year, the number of individual teachers that engaged in the coaching cycle ranged from 26% - 79% with the average being 53.9%.

A range of individual coaching interactions have occurred to include modeling sessions, co-teaching sessions, full coaching cycle sessions, and more specific coaching conversations and interactions such as planning, analyzing data, technology integration and discussions about the change process. Individual coaching interactions from 2014-15 ranged from 44% - 98% for coaches having individual interactions in the buildings. The average percentage of individual coaching interactions was 64.6%.

Q16: 5a. Local TLC Goal

Local Goal #3: To ensure that all students receive access to the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**TLC 360 Data**

All K-12 TLC leaders receive formative 360 feedback at three separate times over the course of the school year. The surveys are a part of formative, non-evaluative, goal-setting conversations between teacher leaders and their administrators. The number offered reflects the percentage of teachers who either agree or strongly agree with the statement over the course of the 2015-16 school year.

"This TLC leader provides and supports job-embedded PD for teachers in building instructional content knowledge and the use of effective instructional strategies that align with the Iowa Core to increase student learning and achievement.": Instructional Coaches (95%), Curriculum Leads (89%), Lead Mentors (98%), PLC Leads (79%).

Marzano Level III Survey Data: Guaranteed and Viable Curriculum.

For the first time this year, Norwalk began using the Marzano High Reliability Schools survey as a way to monitor progress toward our school improvement goals. The survey had five response choices ordered from greatest disagreement to greatest agreement (numeric values noted in parentheses): strongly disagree (1), disagree (2), neither disagree nor agree (3), agree (4), and strongly agree (5). Our goal is to have a district average of 4.0 or higher in every category as that would indicate that most of our staff agrees with the idea that we engage in the high leverage collaboration indicator. Our data related to this goal is as follows:

"The school curriculum and accompanying assessments adhere to state and district standards." = 3.8

"The school curriculum is focused enough that it can be adequately addressed in the time available to teachers." = 3.3

"All students have the opportunity to learn the critical content of the curriculum." = 3.3

TLC Staff Survey:

Every winter, our entire staff is given a survey to offer feedback about teacher perception of the alignment of our TLC system to our actual TLC goals. Staff are asked to indicate a degree of alignment on a continuum: 4 = highly aligned; 3 = aligned; 2 = somewhat aligned; 1 = minimal alignment. Staff are asked specifically as to the degree they believe our TLC system is aligned to this goal: To ensure that all students receive access to the Iowa Core by supporting the development and implementation of a guaranteed and viable curriculum. 126 teachers (nearly 70% of teachers) responded to this question in 2015-16, and the results are indicated as follows: Highly aligned (26%), aligned (50%), somewhat aligned (22%), minimal alignment (2%). This data indicates that approximately 76% of our staff feel as though our TLC system is aligned with our goal of ensuring access to the Iowa Core and a guaranteed and viable curriculum for every student.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Norwalk has shown an impact on student learning as demonstrated with the student achievement growth data, IPI and ACT scores. All data collection for the 15-16 school year related to student achievement has shown growth over a 2 year span. Our instructional coaching has provided job-embedded professional learning and teachers felt that coaching had a direct impact on improving their instructional practices. In response to this data, for the 16-17 school year, the secondary coaches will be full time coaches. Continued focus is needed in our mentoring and induction program in order to meet the needs of all new teachers. In our survey data, technology was clearly indicated as an area that needs to be addressed in all grade levels to support the implementation of technology across the curriculum. Teacher leader roles have been added to increase technology support for all teachers in our system. Professional learning communities drive our collaborative system. Our survey data clearly indicated the need for more PLC lead teachers. For the 16-17 school year, PLC lead teachers were added in all buildings to support our collaborative culture.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

As a year one school, Norwalk has been fortunate to be asked to present about TLC in a number of venues, including TLC events facilitated through Heartland AEA, SAI and Iowa ASCD. Topics have included our hiring practices, TLC evaluation, and our use of the Concerns Based Adoption Model (CBAM) to study implementation.

The DE has featured Norwalk in an April 11, 2016 article titled, "Creating a TLC System that (Really) Works". That article suggests, "As the third round of school districts in earnest begin their training for implementing their Teacher Leader Compensation (TLC) programs in Des Moines this week, they would do well to drop by Norwalk to see what this district is up to."

Through our many staff feedback surveys, we have received both positive and constructive feedback from our staff. Some of the highlighted quotes below demonstrate the impact TLC has had on our system.

"I love the mentoring program here at Norwalk. I have always felt supported by my mentor, but also by my partner teacher. I feel that I always have someone I can turn to if I need anything."

"I think that the mentoring program offers a great place for new teachers to build relationships with other mentees who are new to the profession."

"I love how there is time for professional development embedded into the day."

"The culture of developing teacher leaders is beneficial and encourages increased ownership of district and building level initiatives."

"I feel like this year I am already getting a lot of great ideas and strategies to use in my classroom just by attending the TQ meetings lead by our TLC leaders. I like how I can call up one of the leaders and get them into my classroom to model a lesson or help me in different curricular areas."

"Our instructional coaches are knowledgeable and passionate. We have helpful, qualified teachers in lead positions."

"There are a variety of leaders to go to for support and those leaders are being trained as experts in that role. I trust the feedback and suggestions that they provide."

"I love that we are using our own teacher for PD instead of having the AEA. Our TLC teachers are very knowledgeable in their area and are sharing things they are trying in their classrooms. I feel as if I can go to any of them for support and constructive feedback."

"I now have the ability to put PD into practice on a daily basis due to the collaboration of TLC."

"There is much better communication between staff members about what is happening in classrooms."

"Our TLC leaders have done a great job of helping us learn more about the Iowa Core and how to implement it in our classrooms."

"Our TLC leaders are really helping me to align my instruction with our standards."

"Teachers are guiding the direction of the district, and there is leadership and continuity of communication about programs/initiatives organized by grade and subject level."

"Norwalk has always done great work, but now I feel like we are a dynamic school system at the forefront of education."

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.